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ABSTRACT

This module is one in a series of thirteen specifically designed to help vocational educators develop the skills needed to function as resource persons to learners enrolled in field-centered competency-based teacher preparation programs. (These learners are persons with appropriate occupational experience and competence who are being prepared as teachers on an inservice basis.) The objective of this module is to help develop skill in (1) identifying these occasions when group instruction is most appropriate and (2) conducting a small group meeting. Contents include three learning experiences based on two enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objective: learning activity (activities), including information sheets, case studies, and self-checks with model answer (as feedback): and optional activity (activities). (YLB)

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ED192057

CONDUCT A SMALL GROUP MEETING

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CE 026 540

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Contract 85-9825 (1979-1980)

FORWARD

This module is one in a series specifically designed to help vocational educators develop the skills needed to function as Resource Persons to learners enrolled in field-centered competency-based teacher preparation programs. Experience has shown that certain of the modules are also useful in preparing prospective vocational supervisors and administrators since the skills upon which they focus are needed by all persons in vocational leadership positions.

Module content is based on current educational theory as such relates to the experiences of Resource Persons who have been serving on the staff of Program VITAL. The program was made operational at Temple University in the fall of 1973 and, therefore, the staff's experience base is quite broad.

Module format is as described in the *Module Development Handbook* (Quinn, et. al., 1977) which was developed at the National Center for Research In Vocational Education, The Ohio State University. This format was prescribed to be followed for modules centering on the professional development of vocational educators.

This effort was sponsored by the Pennsylvania Department of Education and appreciation is expressed to Dr. John Struck, Mr. Kenneth Swatt, and Dr. Carroll Curtis who, from their positions in the Department, obtained support for the effort. Appreciation is expressed to the many vocational educators who were involved in establishing the research base for the modules, writing the modules. or testing them.

Richard A. Adamsky
Project Director

INTRODUCTION

The competency-based teacher education movement has brought with it many new terms and several new concepts. One such concept is the Small Group Meeting. Although competency-based teacher education relies heavily on directed individualized instruction, there are occasions when the use of group instruction techniques is appropriate.

This module is designed to provide you with the skills needed to enable you to identify those occasions when group instruction is most appropriate and to conduct a small group meeting.

ABOUT THIS MODULE

Objectives:

Terminal Objective: In an actual school situation, conduct a small group meeting. Your performance will be assessed by your Resource Person, using the Resource Person Performance Assessment Form, pp. 25-26 (Learning Experience III).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the rationale and procedures for conducting a Small Group Meeting (Learning Experience I).
2. Given a case study of a Resource Person planning a small group meeting, critique the performance of the Resource Person (Learning Experience II).

Prerequisites:

To complete this module, you must be an identified master teacher. If you do not already have this competency, meet with your Resource Person to determine what method you will use to gain this skill.

Resources:

A list of the outside resources, which supplement those contained within the module, follows. Check with your Resource Person to determine the availability and the location of these resources. Your Resource Person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

LEARNING EXPERIENCE I
(Optional)

1. One or more selected Professional Teacher Education Modules, The Center for Vocational Education, The Ohio State University, Columbus, Ohio.

LEARNING EXPERIENCE II
(Optional)

1. A Resource Person experienced in conducting small group meetings who can provide you with additional small group meeting plans for you to critique.

LEARNING EXPERIENCE III

(Required)

1. An actual program situation in which you can conduct a small group meeting.
2. A Resource Person to assess your performance in conducting a small group meeting.

LEARNING EXPERIENCE I

Enabling Objective After completing the required reading, demonstrate knowledge of the rationale and procedures for conducting a Small Group Meeting.

Activity You will be reading the information sheet, Small Group Meetings, pp. 6-9.

Optional Activity You may wish to review selected Professional Teacher Education Modules listed as optional references for this Learning Experience, p. 4.

Activity You will be demonstrating your knowledge of the rationale and procedures for conducting a Small Group Meeting by completing the Self-Check, p. 10.

Feedback You will be evaluating your competency by comparing your completed Self-Check with the Model Answer, pp. 11-12.

Activity For information regarding Small Group Meetings, read the following information sheet.

SMALL GROUP MEETINGS

The use of group-instruction techniques in a competency-based teacher education program is considered by some educators to be a contradiction of one of the movement's underlying principles. This is not, entirely, the case. Although competency based teacher education relies heavily on directed self-instruction, group-instruction also has a place in these programs. There are times when the character of the material to be presented is such that group-instruction can be more efficient than directed self-instruction (e.g., program procedures, certification requirements, or selected teaching skills).

In addition to the content to be presented, consideration must also be given to affective conditions which effect the learner. Many competency-based teacher education programs use self-contained modules, or similar learning packets, as the method for delivering the content areas of the program. The learner, at times, studies and practices the teaching skills without interaction with other learners in the same program. This "aloneness" often allows frustration to develop. Dissatisfaction with one's own accomplishment, even dissatisfaction with the total program, can result from aloneness. Planned group learning activities provide the opportunity for learners to get together and share common experiences and problems regarding the program and/or particular modules. Learners need no longer feel they are all alone and operating in a vacuum. Learners

come to realize that they are a member of a group of people experiencing similar frustrations and enjoying comparable successes.

Group learning activities in competency-based teacher education programs have come to be referred to as Small Group Meetings (SGM). For our purposes, a SGM is a planned group learning activity, approximately one-hour in length, provided by a Resource Person for two or more learners. A SGM is designed to complement the learners' program of competency development. The SGM often focuses on learners' needs or interests that are not being met through helping conferences. Small Group Meetings are conducted throughout the academic year as the need arises. The need for such meetings may be established by the Resource Person, the Program Coordinator and/or the learners themselves.

No matter who identifies the need for a SGM, the Resource Person is ultimately responsible to plan and execute it. Since the Resource Person is expected to model the behaviors hoped for from each learner he/she serves, it is anticipated that the Resource Person will be skilled in methods of instructional execution to be used during the SGM. The Resource Person should review, prior to the SGM, the acceptable performance criteria for each of the teaching skills he/she plans to use during the planning and execution of the SGM.[1] Planning for a SGM should include the following activities:

- establishing a need for the SGM.
- identifying a date, time and place for the SGM.

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[1]For complete details regarding these skills, the Resource Person should refer to the Professional Teacher Education Module Series, Category B, Instructional Planning and Category C, Instructional Execution, The Center for Vocational Education, The Ohio State University, Columbus, Ohio.

- establishing objectives for the SGM.
- establishing criteria for learner performance.
- establishing a performance level for each criterion.
- developing a presentation plan; to include:
    - appropriate learning experiences.
    - a summary.
    - a method for evaluation.

Essential to each SGM, and of course for every lesson presentation, are provisions for measuring learner achievement. Planned activities for collection of data and for providing feedback should be included. These activities may range from a formal written assessment and formal feedback to an informal oral assessment and oral feedback during the presentation. The Resource Person is expected to select and execute the assessment activities most appropriate for each SGM.[1]

Care must be exercised so as not to spend unnecessary time in group activities. The emphasis in competency-based teacher education must be on directed self-instruction and individualized learning. Recent research has shown that the relationship between program effectiveness and time spent in group activities is curvilinear; up to a point, program effectiveness increases in relation to an increase in time spent in group activities. However, when this upper-limit program effectiveness point is reached, program effectiveness falls sharply. Experience shows that the most acceptable results occur when learners spend approximately 80 percent of

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[1]For complete details regarding these skills, the Resource Person should refer to the Professional Teacher Education Module Series, Category D, Instructional Evaluation, The Center for Vocational Education, The Ohio State University, Columbus, Ohio.

their time in individual learning experiences and about 20 percent of their time in group learning experiences. Although the self-instruction component of competency-based teacher education is one of its most important assets, past practice tends to indicate that programs without any group activities do not adequately serve the affective needs of the learner.

Activity The following item checks your comprehension of the material in the information sheet, Small Group Meetings, pp. 6-9. The item requires a short, essay-type response. Please respond fully, but briefly.

SELF-CHECK

Assume that an individual who is somewhat negative about competency-based teacher education comes to you and says, "Just as I thought, competency-based teacher education is just a new term for old practices. You speak of individualized-instruction but you revert back to group-instruction." Discuss the rationale you would use in response to this challenge.

Feedback Compare your written response on the Self-Check with the Model Answer given below. Your response need not exactly duplicate the model response; however, you should have covered the same major points.

MODEL ANSWER

You should have explained -

- that serious developers of competency-based teacher education programs do not intend it to totally exclude group-instruction.
- that developers of competency-based teacher education programs encourage the use of an instructional mode most appropriate for the particular circumstances.
- that there are some common needs among learners in a competency-based education program.
- that total directed-independent study tends to foster a condition of "aloneness" within participants; group-instruction techniques tend to reduce this aloneness.
- that directed individualized instruction is the main instructional mode in competency-based teacher education.
- that past practice has shown that best results are obtained when learners spend approximately 80 percent of their instructional time in directed self-instruction and about 20 percent in group-instruction.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same major points as the model response. If you missed some points or

have questions about any additional points you made, review the material in the information sheet, Small Group Meetings, pp. 6-9, or check with your Resource Person.

LEARNING EXPERIENCE II

Enabling Objective

Given a case study of a Resource Person planning a small group meeting, critique the performance of the Resource Person.

Activity

You will be reading the Case Study pp. 14-16, and writing a critique of the Resource Person described.

Feedback

You will be evaluating your competency in critiquing the Resource Person's performance in planning a small group meeting by comparing your completed critique with the Model Critique, pp. 20-22.

Optional Activity

You may wish to have your Resource Person provide you with a written plan, he/she has used for a small group meeting, for you to critique.

Activity The following Case Study describes how a Resource Person planned for a small group meeting. The Case Study is followed by a Resource Person Assessment Form relative to planning a small group meeting. Read the Case Study and critique it in writing using the assessment form as a guide.

CASE STUDY

Jeanne Bartel, a Resource Person, is mandated by the requirements of the teacher education program to conduct a small group meeting at least once each academic semester. She has determined, through informal discussion and contact with her interns/students, that writing student performance objectives has become a troublesome task. She decided that writing student performance objectives would be the focus of her next small group meeting.

Jeanne identified an appropriate time, date and place for the small group meeting. The material that follows represents her efforts at planning a SGM. This letter was sent to each intern/student:

Dear _____:

A group meeting is scheduled for November 25, to begin promptly at 6:30 p.m. This meeting will be held in the Faculty Dining Room of the Happy Hollow AVTS, 1976 Overlook Lane, Futureville, PA; a map is enclosed for your information.

The purpose of this meeting is to discuss problems regarding the writing of student performance objectives and also to develop the skill to write these objectives. Please complete learning experiences I through IV in module B2, Develop Student Performance Objectives, prior to the meeting.

Please bring with you, to the meeting, the curriculum guide for the subject you are teaching.

See you on the 25th!!!

Sincerely,

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Jeanne Bartel,
Resource Person

Small Group Meeting
Presentation Plan

Title: Writing Student Performance Objectives

Objective: Using curriculum guides which provide vocational program content information, develop student performance objectives in each of the learning domains.

Introduction: (5 minutes)

A. Student performance objectives are an integral part of competency-based education.

B. This writing skill is an exit requirement of your teacher education program.

C. During this meeting you will develop the skill to write these objectives.

D. Evaluation of your performance will take place using the assessment form from learning experience IV, module B2.

E. Review the material contained in learning experiences I through IV.

1. What are student performance objectives?
2. The parts of each objective.
3. The three learning domains.

Learning Activity: (25 minutes)

Students will work in pairs and discuss the content of learning experiences I through IV and the procedures for writing student performance objectives.

Based on what they have learned, each intern/student will develop a list of objectives, at least one from each of the learning domains, specific to his/her subject area. They will use the module criterion as a guide.

Evaluation: (15 minutes)

Interns/students will exchange lists of objectives with another member in the group for peer evaluation. Each intern/student will then make a final list of his/her objectives incorporating any revisions. Final evaluation will be made by the Resource Person using the module criterion as a guide.

Summary: (15 minutes)

Question and Answer

Point #1 - The objective of this meeting was to develop a list of student performance objectives.

Point #2 - What are the three parts of a student performance objective?

Point #3 - What are the three learning domains?

Point #4 - Ask several members of the group to share one of their objectives with the group.

Point #5 - Why should careful attention be given to the preparation of student performance objectives?

Teaching Method: Guided Study

Reference: Module B2, Develop Student Performance Objectives

How effective was Jeanne at planning for a small group meeting? Use the assessment form that follows as a guide for your critique; however, briefly explain your responses.

RESOURCE PERSON PERFORMANCE ASSESSMENT FORM

Plan and conduct a Small Group Meeting.

DIRECTIONS: Indicate the level of the Resource Person's accomplishment by placing an "X" in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable or impossible to execute place an "X" in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
When planning the smll group meeting (SGM) the resource person:						
1. Established the need for a small group meeting:						
A. Program coordinator identifies a need.....						
B. Two or more learners have needs not being met through Helping Conferences (FRP-Judgment).....						
C. Two or more learners have specific interests not being met through Helping Conference (FRP Judgment).....						
2. Established the objectives for the SGM.....						

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
3. Established criteria for learner performance.....						
4. Established a performance level for each criterion.....						
5. Developed a lesson plan for the SGM:						
A. An introduction was included.....						
B. Appropriate learning experiences were developed.....						
C. A summary was included.....						
D. A method for evaluation was developed.....						
6. Established and communicated to the learners the time and place of the SGM.....						
7. Communicated the objectives for the SGM to the learners.....						
8. Assembled all resources for the SGM...						

Briefly explain your responses:

1.

2.

3.

4.

5

6.

7.

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Feedback

Compare your completed written critique of the Case Study with the Model Critique given below. Your responses need not exactly duplicate the model responses, however, you should have covered the same major points.

MODEL CRITIQUE

RESOURCE PERSON PERFORMANCE ASSESSMENT FORM

When planning the small group meeting (SGM) the resource person:	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
1. Established the need for a small group meeting:						
A. Program coordinator identifies a need.....					X	
B. Two or more learners have needs not being met through Helping Conferences (FRP-Judgment).....						X
C. Two or more learners have specific interests not being met through Helping Conferences (FRP Judgment).....	X					
2. Established the objectives for the SGM.....						X
3. Established criteria for learner performance.....						X
4. Established a performance level for each criterion.....						X

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
5. Developed a lesson plan for the SGM:						
A. An introduction was included...						X
B. Appropriate learning experiences were developed.....						X
C. A summary was included.....						X
D. A method for evaluation was developed.....						X
6. Established and communicated to the learners the time and place of the SGM.....						X
7. Communicated the objectives for the SGM to the learners.....						X

Briefly explain your responses:

1. It is a common practice to have small group meetings as a program requirement. In many cases the specific content of the SGM is determined by the Resource Person. Jeanne exercised good insight in identifying a need that existed among her interns/students. She used good judgment in selecting this need as the focus for a SGM.
2. Clearly Jeanne, in her SGM plan, identified a specific objective for this meeting. Notice, she used an enabling objective of the teacher education module, Develop Student Performance Objectives, for this purpose. This is an excellent use of a SGM. Some of the teaching skills in a teacher education program are difficult to master; some are more easily understood when peer interaction is available.

3,4. For this group meeting Jeanne chose to use the performance criterion and the level of performance from the module, Develop Student Performance Objectives. This is an excellent example of the use of a module, or individualized learning packet, in a group setting. Notice, however, that the final, or exit, learning experience is not used in a group setting; the final learning experience is reserved for an individual performance in an actual school situation.

5. It is always a good idea, whenever you are required to make a presentation, to follow a well developed written plan. For a SGM, an adapted lesson plan format works well. Jeanne made good use of a lesson plan format to develop her presentation plan.

6,7. If you expect your interns/students to attend a SGM, early notification of the meeting is necessary. It is wise to determine, informally, the most convenient time for all involved. However, this informal planning should be followed by a written formal announcement of the meeting; Jeanne used a letter for this purpose.

LEVEL OF PERFORMANCE: Your completed critique of the Case Study should have covered the same major points as the model responses. If you missed some points, or have questions about any additional points you made, review the material in the information sheet, Small Group Meetings, pp. 6-9 or check with your Resource Person.

Optional Activity ⇨ You may wish to have your Resource Person provide you with a written plan, he/she has used for a small group meeting, for you to critique.

LEARNING EXPERIENCE III

Terminal Objective

In an actual school situation, conduct a small group meeting.

As you conduct your activities as a Resource Person, decide when a small group meeting could be used effectively to aid learners in meeting their program goals. Based on that decision, conduct a small group meeting. This will include:

- establishing a goal(s) for the small group meeting
- developing a plan for the small group meeting
- conducting the small group meeting.

Activity

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Your Resource Person may want you to submit your written plan to him/her for evaluation before you conduct a small group meeting. In addition, your Resource Person may want you to schedule the small group meeting at a time that he/she can be present.

Feedback

Arrange in advance to have your Resource Person review your documentation and observe your small group meeting.

Your total competency will be assessed by your Resource Person, using the Resource Person Performance Assessment Form, pp. 25-26.

Based upon the criteria specified in this instrument, your Resource Person will determine whether you are competent in planning and conducting a small group meeting.

RESOURCE PERSON PERFORMANCE ASSESSMENT FORM

Plan and conduct a Small Group Meeting.

DIRECTIONS: Indicate the level of the Resource Person's accomplishment by placing an "X" in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable or impossible to execute place an "X" in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
When planning the small group meeting (SGM) the resource person:						
1. Established the need for a small group meeting:						
A. Program coordinator identifies a need.....						
B. Two or more learners have needs not being met through Helping Conferences (FRP-Judgment).....						
C. Two or more learners have specific interests not being met through Helping Conference (FRP Judgment).....						
2. Established the objectives for the SGM.....						
3. Established criteria for learner performance.....						
4. Established a performance level for each criterion.....						
5. Developed a lesson plan for the SGM:						
A. An introduction was included....						
B. Appropriate learning experiences were developed.....						
C. A summary was included.....						
D. A method for evaluation was developed.....						

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
6. Established and communicated to the learners the time and place of the SGM.....						
7. Communicated the objectives for the SGM to the learners.....						
When conducting the SGM, the resource person:						
8. Had all resources available and ready to use.....						
9. Stated the objectives of the SGM.....						
10. Preceded the lesson with an introduction.....						
11. Involved the learners in appropriate learning experiences.....						
12. Summarized the lesson.....						
13. Assessed learner achievement.....						
14. Provided the learners with feedback on achievement.....						

LEVEL OF PERFORMANCE: All items must receive an N/A, GOOD, or EXCELLENT response. If any item receives a NONE, POOR or FAIR response, the Resource Person and the supervising Resource Person should meet to determine what additional activities the Resource Person needs to complete in order to reach competency in the weak area(s).

ABOUT USING RESOURCE PERSON MODULES

ORGANIZATION

Each module is designed to help you gain competency in a particular skill area considered important to success when functioning as a Resource Person. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should enable you to achieve the terminal objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill when functioning in the role of the Resource Person.

PROCEDURES

Modules are designed to allow you to individualize your preparation program. You need to complete only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experiences within a module if you already have the skill needed to complete it. Therefore, before taking any module you should carefully review (1) the introduction (2) the objectives listed (3) the overview preceeding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

That you do not have the competencies indicated and should complete the entire module.

That you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s).

That you are already competent in this area and ready to complete the final learning experience in order to **Test Out**.

That the module is inappropriate to your needs at this time.

When you are ready to take the final learning experience and have the opportunity to function in the role of Resource Person, make the necessary arrangements with your Resource Person. If you do not complete the final experience successfully, meet with your Resource Person and arrange (1) to repeat the experience (2) complete (or review) previous sections of the module or other related activities suggested by your Resource Person before attempting to repeat the final experience.

TITLE OF MODULES IN RESOURCE PERSON SERIES

- Conduct A CBTE Orientation Program
- Register Learners For CBTE Programs
- Provide Administrative Services
- Establish And Maintain Records In The VITAL Management Information System
- Select Appropriate Modules
- Conduct An Observation Session
- Conduct A Helping Conference
- Assist Learners In Obtaining The Various Vocational Instructional Certificates Issued In Pennsylvania
- Facilitate A Council Of Educators' Review
- Evaluate A Product Or Process Type Teaching Performance
- Monitor The Progress Of A Resident Resource Person
- Conduct A Small Group Meeting
- Instruct Others To Set-Up And Operate A Video System

For information regarding the availability of these modules, contact-

VEIN
Vocational Education Resource Services
Stayer Research and Learning Center
Millersville State College
Millersville, PA 17551